DOCUMENT RESUME

ED 417 738 IR 056 965

AUTHOR	MacFarland, Thomas W.
TITLE	Students of Nova Southeastern University Evaluate the University's Library and Library Services. Report 97-12.
INSTITUTION	Nova Southeastern Univ., Fort Lauderdale, FL.
PUB DATE	1997-09-00
NOTE	62p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Libraries; College Students; Distance Education; Electronic Libraries; Higher Education; Library Collection Development; Library Materials; *Library Services; *Library Surveys; Online Systems; Student Attitudes; *Student Surveys; *User Satisfaction (Information)
IDENTIFIERS	*Nova Southeastern University FL

ABSTRACT

To meet the information needs of a large body of resident and distant students, Nova Southeastern University (Fort Lauderdale, Florida) has developed an extensive library system; also available is an Electronic Library to meet the needs of distance education students and resident students who prefer to access library and learning resource materials online. The purpose of this study was to determine the level of student use of the University's libraries and also the level of student satisfaction with the University's libraries and library services. The population for this study consisted of 941 Winter Term 1997 students with a permanent United States mailing address, with this invited sample representing students in all academic centers. The response rate was 16.9%; there was ample evidence that the responding sample was representative of the population. Approximately 30% of all respondents indicated no use of the University's library or library-provided services during a typical term, and approximately 30% indicated use only one time per week. Respondents were also asked to mark their level of satisfaction with a variety of quality indicators related to the University's libraries and library services. Statements addressed many topics, including facilities, equipment, services, and materials. All statements related to satisfaction with the libraries and library services received a median rating of 3 or greater (with 1 being very dissatisfied and 5 being very satisfied), and 85% of all statements received a median rating of 4. Appended are the cover letter and survey; 12 data tables; and responses about access to information resources. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RESEARCH AND PLANNING

ED 417 738

1 9
9 7

STUDENTS OF NOVA SOUTHEASTERN UNIVERSITY EVALUATE THE UNIVERSITY'S LIBRARY AND LIBRARY SERVICES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Thomas W. MacFarland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

IR056965

SEPTEMBER 1997

BEST COPY AVAILABLE

STUDENTS OF NOVA SOUTHEASTERN UNIVERSITY EVALUATE THE UNIVERSITY'S LIBRARY AND LIBRARY SERVICES

Thomas W. MacFarland

Senior Research Associate

Nova Southeastern University
Research and Planning

Report 97-12

September 1997

EXECUTIVE SUMMARY

Nova Southeastern University is currently among the 20 largest independent universities in the United States. At end-of-term, the University's Winter Term 1997 enrollment was 15,930 students. Approximately two-thirds of all students attend classes in South Florida and the remaining thîrd attend classes at sites throughout Florida, other states, and selected international locations.

To meet the information needs of this large body of resident and distant students, the University has developed an extensive library system. The Einstein Library, the Health Professions Library, and the Law Library are located on the University's Davie campus. The Richardson Library is located at the Oceanographic Center, in nearby Dania. The University also offers an Electronic Library to meet the needs of distance education students as well as resident students who prefer online connectivity as a modality for access to library and learning resource materials.

The purpose of this study was to determine the level of student use of the University's libraries and also the level of student satisfaction with the University's libraries and library services. The population for this study consisted of all students enrolled during Winter Term 1997. The invited sample consisted of 941 Winter Term 1997 students with a permanent United States mailing address, with this invited sample representing students in all academic centers. The response rate was 16.9 percent and there was ample evidence that the responding sample was representative of the population.

Approximately 30 percent of all respondents indicated no use of the University's library or library provided services during a typical term, and approximately another 30 percent indicated use of the University's library or library provided services only one time per week. Over 40 percent of all respondents indicated no use of other libraries during a typical term, and approximately another 30 percent indicated use of other libraries only one time per week.

Respondents were also asked to mark their level of satisfaction with a variety of quality indicators related to the University's libraries and library services, using a 1 (Very Dissatisfied) to 5 (Very Satisfied) scale. Statements addressed many topics, including facilities, equipment, services, and materials. All statements related to satisfaction with the University's libraries and library services received a median rating of 3 or greater, and 85 percent of all statements received a median rating of 4 (1 = Very Dissatisfied to 5 = Very Satisfied).

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	ii
LIST OF TABLES	v
BACKGROUND	1
METHODOLOGY	2
Survey Construction	2
Population and Sample	3
RESULTS	3
Representation of the Responding Sample	3
Degree of Library Use	5
Quality Indicators	6
Facilities	6
Equipment	6
Services	6
Materials	6
SUMMARY	7
REFERENCES	9

TABLE OF CONTENTS (Continued)

	Page
APPENDIX A: Cover Letter and Survey	11
APPENDIX B: Tables 1 to 12	16
APPENDIX C: Responses About Access to Information Resources	31

LIST OF TABLES

Table		Page
1	Representation of the Population (Winter Term 1997), Invited Sample, and Responding Sample by Academic Center	17
2	Representation of the Responding Sample by Degree Level	18
3	Representation of the Responding Sample by Gender	18
4	Representation of the Responding Sample by Ethnic Group	19
5	Representation of the Responding Sample by Majority Place of Class Attendance	19
6	Number of Courses Completed in Current Academic Program at the University	20
7	Experience with Various Media by Respondents Who Have Received Technology-Based Instruction	20
8.A	Library Usage per Week During a Typical Term: NSU's Library or Library Provided Services	21
8.B	Library Usage per Week During a Typical Term: Other Libraries	22
9	Satisfaction with Library Facilities	23
10	Satisfaction with Library Equipment	25
11	Satisfaction with Library Services	26
12	Satisfaction with Library Materials	29

BACKGROUND

Based on Fall Term enrollment statistics reported annually to the National Center for Education Statistics (*Integrated Postsecondary Education Data System Fall Enrollment Survey 1996, Form EF-1*, 1995), Nova Southeastern University is currently among the 20 largest independent universities in the United States (*Research and Planning Highlights*, 1997). At end-of-term, the University's Winter Term 1997 enrollment was 15,930 students (*Nova Southeastern University Weekly Enrollment Report*; May 26, 1997).

Unlike many other institutions that offer instruction nearly exclusively on the resident campus, the University has over a 25 year history of using distance education modalities to serve the educational needs of adult learners. Based on an analysis of all Calendar Year 1996 students (Memorandum from Tom MacFarland to Darcy Mechling):

- Approximately two-thirds of all students attended class in South Florida (Broward, Dade, and Palm Beach counties).
- Slightly less than 20 percent attended class in other Florida counties.
- The remaining 15 percent attended class outside of Florida, as the University offers classes at locations in 22 other states and 6 other nations (*Directory of Off-Campus Classes*, 1997).

To meet the information needs of this large body of resident and distant students, the University has developed an extensive library system. The Einstein Library, the Health Professions Library, and the Law Library are located on the University's Davie campus. The Richardson Library is located at the Oceanographic Center, in nearby Dania. A review of *Integrated Postsecondary Education Data System Academic Libraries 1996, Form L* (1996) offers a sense of the University's library collections:

- 313,421 volumes and 163,638 titles of books, serial backfiles, and government documents that are accessible through the library's catalog
- 1,157,300 microform units
- 155,960 general collection and 155,608 reserve collection circulation transactions
- 20,457 document delivery/interlibrary loans provided to other libraries

- 59,495 document delivery/interlibrary loans received from other libraries
- 2,436 reference transactions in a typical week

In addition to the information resources physically located at the campus-based libraries, the University has also developed the Electronic Library, to meet the information needs of off-campus students and/or resident students who prefer to use this medium. By use of the Electronic Library and online connectivity to the University's computing infrastructure:

> Students may search the book catalog, check our list of periodical holdings, conduct searches on more than 60 databases and even contact the reference librarian for research assistance. Students from distant areas may order books and articles to be sent to them by mail (*What is the Electronic Library?*, 1997).

METHODOLOGY

In October 1996, Research and Planning met with personnel from the University's libraries to discuss the parameters for this endeavor. Although the University's libraries have previously engaged in systematic evaluations, it was agreed that Research and Planning's involvement in this activity would further assist the University meet the Commission on Colleges' criterion that "The library and other learning resources **must** be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution" (*Criteria for Accreditation*; 1996, p.56).

Survey Construction

It was agreed that a paper-based survey distributed to a representative sample of students by use of the United States Postal Service would the most efficient means of obtaining data for this evaluation. Accordingly, Research and Planning collaborated with personnel from the University's libraries to prepare the survey used in this evaluation (Appendix A). Statements from prior surveys, discussion with involved stakeholders, and language taken directly from Section 5.1 (Library and Other Learning Resources) of *Criteria for Accreditation* (1996) provided useful background for survey statements. Demographic statements were also included in the survey to later determine the representation of the responding sample, compared to the population (Winter Term 1997 students). Survey construction was completed by Spring 1997.

Population and Sample

The population for this study consisted of all Nova Southeastern University students enrolled during Winter Term 1997. Mailing labels, the basis for sample selection, were generated on April 30, 1997 and there were 15,850 students enrolled in the University's nine academic centers at that time (*Research and Planning Weekly Enrollment Report*; April 28, 1997).

It was previously agreed that the survey would be mailed to approximately 1,000 students (Memorandum from Tom MacFarland to Harriett MacDougall; February 6, 1997). Research and Planning prepared a *User Request*, asking the University's Computer Center for 1,000 mailing labels of students enrolled during Winter Term 1997, with random selection of these students based on a mechanical selection process of an alphabetical ordering of last names (Memorandum from Barbara Van Allen to Jackie Jones; April 1, 1997). Along with name and permanent mailing address, the *User Request* was prepared so that the two-letter code of each student's academic center would also appear, allowing for assessment of random selection by academic center, ensuring appropriate representation of all academic centers in the sample.

The Computer Center generated 1,004 mailing labels. Due to prior procedural problems with survey return by international students, it was agreed that all mailing labels indicating an international address (N = 63) would be deleted from the original sample. Accordingly, the invited sample consisted of 941 Winter Term 1997 students, with this invited sample representing students in all academic centers at the University.

Survey packets consisted of the survey, a cover letter from the Vice President for Information Services and University Librarian, and a return-postage envelope. Survey packets were delivered to the University's mail services on May 21, 1997 and sent out by the United States Postal Service with a May 22, 1997 postmark. Surveys were received over a seven week period, with the last received survey showing a July 14, 1997 postmark.

RESULTS

Representation of the Responding Sample

Of the 941 survey packets originally distributed, 13 (1.4 percent of total) were returned by the United States Postal Services as *Undelivered*. Accordingly, the adjusted invited sample consisted of 928 Winter Term 1997 students with a permanent United States mailing address. Surveys were returned by 157 students, resulting in a 16.9 percent rate of return.

Complete statistics on the population, invited sample, and responding sample are presented in Table 1 (Appendix B). It is important to note that overall, the responding sample approximated the invited sample and the population in terms of representation by academic center. As an example, students in the Fischler Center for the Advancement of Education comprised 32.3 percent of the population, 32.2 percent of the invited sample, and 31.2 percent of the responding sample. In terms of representation by academic center, the responding sample was representative of the population.

Tables 2 to 5 provide further evidence that the responding sample was representative of the population:

- Approximately 25 percent of all respondents were enrolled in a Bachelor's program (Table 2) and approximately 25 percent of all Calendar Year 1996 students were enrolled in a Bachelor's program (*Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996*, 1997).

- Approximately two-thirds of all respondents were female (Table 3) and slightly more than 60 percent of all Calendar Year 1996 students were female (*Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996*, 1997).

- Respondents were approximately 56 percent *White*, 15 percent *African-American*, and 12 percent *Hispanic* (Table 4). For Calendar Year 1996 students, approximately 65 percent were *White*, 16 percent *African-American*, and 13 percent *Hispanic* (*Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996*, 1997).

- Approximately 68 percent of all respondents attended class at either a campus or cluster location in South Florida (Table 5). Approximately 65 percent of all Calendar Year 1994 students (*Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994*, 1996) and Calendar Year 1996 students (Memorandum from Tom MacFarland to Darcy Mechling) attended class in South Florida.

These multiple identifiers provide evidence that the responding sample was representative of the population. As such, it is assumed that statistics from this study reflect the overall body of Winter Term 1997 students. Further, as presented in Table 6, over one-half of all respondents had completed nine or more courses at the University and are therefore assumed to be sufficiently experienced with the University to offer judgment on the quality of library services at Nova Southeastern University.

Degree of Library Use

Respondents were asked to indicate their weekly use of the University's libraries or library services during a typical term. When considering this issue, it may be helpful to recall that:

- Approximately two-thirds of all students attend class in the South Florida area and are therefore assumed to be no more than a one-hour drive distant from the University's library facilities.

- All students, regardless of on-campus or off-campus presence, have access to library services through use of the University's Electronic Library. Although use of the Electronic Library is based on online access to the University's computing infrastructure, which would accommodate approximately one-half of all respondents (Table 7), students without expertise in online utilities also have a degree of access to these services through the use of a toll-free telephone number.

As presented in Table 8.A, approximately 30 percent of all respondents indicated no use of the University's library or library provided services, and approximately another 30 percent indicated use of the library or library provided services only one time per week. Respondents were also asked to indicate their weekly use of other libraries during a typical term (Table 8.B). Over 40 percent of all respondents indicated no use of other libraries during a typical term, and approximately another 30 percent indicated use of other libraries only one time per week.

To learn more about student access to information resources, respondents were also asked to offer a written response to the following statements:

- If you do not regularly use NSU's library/information resources, please tell us how you prepare for papers/research.

- What facilities do you use, and how do you gain access to the resources?

A transcription of all responses is provided in Appendix C. Typical responses included: use of resident resources, typically for students working in an educational setting; use of nearby libraries; and use of the Internet.

Quality Indicators

Respondents were also asked to mark their level of satisfaction with a variety of quality indicators related to the University's libraries and library services, using a 1 (Very Dissatisfied) to 5 (Very Satisfied) scale. Statements addressed many topics, including facilities, equipment, services, and materials.

Facilities

Responses to general level of satisfaction with library facilities are presented in Table 9. All statements received a mean rating of 3.0 or greater, indicating general levels of satisfaction. *Hours* received the highest rating (Mean = 3.9) and *Quantity of group study areas* received the lowest rating (Mean = 3.0).

Equipment

The level of satisfaction with library equipment is the focus of Table 10. Overall, 79 percent of all statements received a satisfactory rating of 3.0 or greater. Mean ratings ranged from 2.7 (*Quantity of copy machines*) to 3.5 (*Access to online catalog computers*). It may be useful to note that approximately two-thirds of all respondents rated the *Computers* and *Copiers* statements. However, the response rate for *Microfiche/Microfilm Machines* was less than 50 percent.

Services

All statements related to library services received a satisfactory rating of Mean = 3.0 or greater (Table 11). Mean ratings ranged from 3.3 (*CD-ROM/online database instruction: off-site*) to 4.0 (*Reference Librarians - Knowledgeable*). When viewing Table 11, it is important to note differences in the percentage response between the various service areas. Statements related to staff (Circulation Desk Staff and Reference Librarians) and hours of operation generally received a 70 percent response rate. However, a response rate of far less than 50 percent was evident for all statements related to Interlibrary Loan, Turn-Around Time, and Instruction/Orientation.

Materials

Respondents were also asked to indicate their level of satisfaction with materials provided by the University's libraries (Table 12). All statements related to materials received a satisfactory rating of Mean = 3.0 or greater. Ratings ranged from *Book Collection in Area of Study - Sufficient*

quantify (Mean = 3.2) to *CD - ROM Databases - Easy to use* (Mean = 3.8). In league with the observation that approximately 50 percent of all respondents did not receive technology training in the use of electronic mail (Table 7), the response rate for statements related to the Computer Catalog, CD-ROM Databases, and Online Databases approximated 50 percent or less for most statements, which was far less than the approximate 65 percent or more response rate for statements related to the physical copy Book Collection in Area of Study or Journal Collection in Area of Study.

SUMMARY

The University must comply with a series of accreditation criteria established by the Southern Association of Colleges and Schools in regard to the task of providing library and other learning resource materials to faculty and students, including faculty and students who are distant from resources at the University's multiple campuses in South Florida:

> Because adequate library and other learning resources and services **are essential** to teaching and learning, each institution **must** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered (*Criteria for Accreditation*, 1996, p.56)

Additionally, the University "**must** include an orientation program designed to teach new users how to access bibliographic information and other learning resources" (*Criteria for Accreditation*, 1996, p.56). More specifically, the Southern Association of Colleges and Schools, in *Criteria for Accreditation* (1996, p.57), included accreditation criteria on the need for a technology-based orientation in access to learning resources by stating that "emphasis should be placed on the variety of contemporary technologies used for accessing learning resources."

Further, the Southern Association of Colleges and Schools, in *Criteria for Accreditation* (1996, p.61), changed existing accreditation criteria (as evidenced by the use of an underscore in text) and clearly presented the view that training in the use of information technology resources and systems was to be a continuous, ongoing activity:

> A reliable data network should be available so that students, faculty, and staff may become accustomed to electronic communication and familiar with accessing national and global information resources. There **must** be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements **apply** to all programs wherever located or delivered.

Again, the Southern Association of Colleges and Schools explicitly identified that training is to be offered as an ongoing activity to all faculty and students, including faculty and students who are distant from the University's resident campuses.

To a degree, these library and learning resource issues were previously addressed in *Assessment of a Prototype Internet and Online Information System Training Program for Adjunct Personnel Removed From Campus-Based Training Resources* (1997). However, that report focused exclusively on online access to library and learning resource materials by adjunct faculty. This current endeavor more fully encompasses students and their use and level of satisfaction with a more comprehensive suite of library services offered by the University.

As previously identified, there is ample evidence that the responding sample is representative of the University and the results of this study reflect overall student use and satisfaction with the library and library services. With this degree of representation in mind, it is useful to note that respondents were generally very favorable toward their satisfaction with the University's libraries and library services. All satisfaction-oriented statements received a median rating of 3 or greater, and 85 percent of these statements received a median rating of 4 (1 = Very Dissatisfied to 5 = Very Satisfied).

Although respondents indicated a high level of satisfaction with the University's libraries and library services, it may also be useful to give attention to the frequency of use of the University's library and library services. At first it may be perplexing to understand how well over 50 percent of all respondents indicated that they either do not use the University's library or library services or they use the library only one time a week. As previously indicated, the University is compelled to offer library and learning resource materials to all students and there seems to be a high level of satisfaction with these services by the students who responded to these individual statements.

When examining this issue, it important to recall that the adult learner is represented in all academic centers at the University. As identified in *Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996* (1997, p.ii), "[t]he Calendar Year 1996 median age of enrolled students ranged from 42 years, in the Fischler Center for the Advancement of Education, to 27 years, in the Shepard Broad Law Center. The Calendar Year 1996 median age of all University students was 41 years." A review of narrative statements in Appendix C offers a sense that many of these adult students currently have convenient access to library and learning resource materials through their own resources and it is unnecessary for them to rely on the University for this service.

An image of the University's planned Library and Information Technology Center is prominently displayed on the *Einstein Library Home Page* (1997). The results of this study not only satisfy the University's need for regular assessment of library services, but they also provide a useful set of baseline statistics to support planning for this proposed information infrastructure.

REFERENCES

Assessment of a Prototype Internet and Online Information System Training Program for Adjunct Personnel Removed From Campus-Based Training Resources. (1997). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 97-02.

Criteria for Accreditation. (1996). Decatur, Georgia: Commission on Colleges of the Southern Association of Colleges and Schools.

Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996. (1997). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 97-04.

Directory of Off-Campus Classes. (1997). Fort Lauderdale, Florida: Nova Southeastern University. Office of Licensure and State Relations.

Einstein Library Home Page. (June 18, 1997). [Online]. URL <http://www.nova.edu/library/einstein>. Accessed September 5, 1997.

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990 to 1994. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-03.

Research and Planning Highlights. (Summer 1997). Fort Lauderdale, Florida: Nova Southeastern University. 1(1).

Research and Planning Weekly Enrollment Report. (April 28, 1997). Fort Lauderdale, Florida: Nova Southeastern University, Research and Planning.

Research and Planning Weekly Enrollment Report. (May 26, 1997). Fort Lauderdale, Florida: Nova Southeastern University, Research and Planning.

United States Department of Education. (1995). *Integrated Postsecondary Education Data System Fall Enrollment Survey 1995, Form EF-1*. Washington, D.C.: National Center for Education Statistics/IPEDS.

REFERENCES (Continued)

United States Department of Education. (1996). *Integrated Postsecondary Education Data System Academic Libraries 1996, Form L.* Washington, D.C.: National Center for Education Statistics/IPEDS.

What is the Electronic Library? (1997). [Online]. URL <www.nova.edu/library/whatisel.html>. Accessed August 26, 1997.

APPENDIX A

Cover Letter and Survey

NOVA SOUTHEASTERN UNIVERSITY

Donald E. Riggs
Vice President for Information Services
and University Librarian

May 20, 1997

Dear NSU Student,

Per this brief letter, I am asking a favor of you. Since we are attempting to continuously improve library services at Nova Southeastern University, I am asking you to complete the enclosed "Survey of Student Library Patrons."

Your completion of the enclosed survey will take only a few minutes of your time. However, the information you provide will be a tremendous help to us as we use responses in the planning and implementation of library improvements for current and future students.

Your assistance and cooperation will be genuinely appreciated.

With best regards,

Don Riggs

Donald E. Riggs
Vice President for Information Services
& University Librarian

Enclosure

EINSTEIN LIBRARY
3301 College Avenue • Fort Lauderdale, Florida 33314-7796 • (954) 262-4620 • Fax (954) 262-3805

Nova Southeastern University

SURVEY OF STUDENT LIBRARY PATRONS

Purpose of This Survey:

As part of a continuous process of evaluation of academic support services, the purpose of this survey is to determine your general level of use and satisfaction with the University's library services. Results will be used to help the University provide an improved educational experience for future students.

Survey Methodology:

This survey is to be distributed to a sample of students who were enrolled during Winter Term 1997

SECTION I: DEMOGRAPHIC INFORMATION

Instructions: Check the appropriate response(s) for the following identifiers

Academic Center

____ Fischler Center for the Advancement of Education
____ Farquhar Center for Undergraduate Studies
____ Family and School Center
____ Health Professions Division
____ Oceanographic Center
____ School of Business and Entrepreneurship
____ School of Computer and Information Sciences
____ School of Psychology
____ School of Social and Systemic Studies
____ Shepard Broad Law Center

Degree level for your current program

____ Bachelor's
____ Master's
____ Specialist
____ First Professional
____ Doctoral
____ Other _____

Gender: _____ Female _____ Male

Ethnic Group

____ African-American
____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Hispanic
____ White
____ Other

Where do you attend the majority of your classes?

____ Davie Campus or East Campus
____ Cluster Location in Broward, Dade, Monroe, or Palm Beach County
____ Cluster Location in Another Florida County
____ Cluster Location in Another State
____ Cluster Location in Another Country
____ Other _____

If you have received technology-based instruction in any of your courses, which media have you experienced?
Check all selections that apply.

____ Audiobridge
____ Compressed Video
____ Electronic Mail
____ Electronic Classroom
____ Other _____

Excluding courses this term, how many courses have you completed in this academic program at the University?

____ 0 courses
____ 1 course
____ 2 courses
____ 3 courses
____ 4 courses
____ 5 courses
____ 6 courses
____ 7 courses
____ 8 courses
____ 9 or more courses

During a typical term, I usually use NSU's libraries or library provided services _____ times per week.

During a typical term, I usually use other libraries _____ times a week.

Please turn to the other side ☛

SECTION II: QUALITY INDICATORS

Please review the following rating key and then mark or circle to the right of each item your level of satisfaction with each statement:

RATING KEY			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not applicable
		U	Unknown or Unable to Answer

FACILITIES

General Environment

Hours	1 2 3 4 5 N/A U
Temperature	1 2 3 4 5 N/A U
Lighting	1 2 3 4 5 N/A U
Noise level	1 2 3 4 5 N/A U
Appearance	1 2 3 4 5 N/A U
Signage	1 2 3 4 5 N/A U

Seating

Quantity	1 2 3 4 5 N/A U
Seat spacing	1 2 3 4 5 N/A U
Location	1 2 3 4 5 N/A U
Comfort	1 2 3 4 5 N/A U

Quiet Study Areas

Seating	1 2 3 4 5 N/A U
Noise level	1 2 3 4 5 N/A U

Group Study Areas

Size	1 2 3 4 5 N/A U
Quantity of areas	1 2 3 4 5 N/A U
Noise level	1 2 3 4 5 N/A U

Shelves

Ease of access	1 2 3 4 5 N/A U
Organization	1 2 3 4 5 N/A U
Signage	1 2 3 4 5 N/A U

EQUIPMENT

Computers

Access to CD-ROM computers	1 2 3 4 5 N/A U
Access to online catalog computers	1 2 3 4 5 N/A U
Access to printers	1 2 3 4 5 N/A U
Reliability	1 2 3 4 5 N/A U

Microfiche/Microfilm Machines

Quantity of machines	1 2 3 4 5 N/A U
Copy quality	1 2 3 4 5 N/A U
Cost	1 2 3 4 5 N/A U
Ease of access/location	1 2 3 4 5 N/A U
Reliability	1 2 3 4 5 N/A U

Copiers

Quantity of machines	1 2 3 4 5 N/A U
Copy quality	1 2 3 4 5 N/A U
Cost	1 2 3 4 5 N/A U
Ease of access/location	1 2 3 4 5 N/A U
Reliability	1 2 3 4 5 N/A U

SERVICES

Circulation Desk Staff

Courteous	1 2 3 4 5 N/A U
Helpful	1 2 3 4 5 N/A U
Knowledgeable	1 2 3 4 5 N/A U
Efficient	1 2 3 4 5 N/A U
Promptness	1 2 3 4 5 N/A U

Reference Librarians

Courteous	1 2 3 4 5 N/A U
Helpful	1 2 3 4 5 N/A U
Knowledgeable	1 2 3 4 5 N/A U
Efficient	1 2 3 4 5 N/A U
Promptness	1 2 3 4 5 N/A U

Interlibrary Loan Dept./Document Delivery

Courteous	1 2 3 4 5 N/A U
Helpful	1 2 3 4 5 N/A U
Knowledgeable	1 2 3 4 5 N/A U
Efficient	1 2 3 4 5 N/A U
Promptness	1 2 3 4 5 N/A U

Turn-around time for library materials

Journal articles	1 2 3 4 5 N/A U
Books	1 2 3 4 5 N/A U
ERIC documents	1 2 3 4 5 N/A U

Hours of Operation

Open sufficient hours	1 2 3 4 5 N/A U
Open convenient hours	1 2 3 4 5 N/A U

Instruction/Orientation

Library tours/orientation	1 2 3 4 5 N/A U
Printed materials	1 2 3 4 5 N/A U
One-on-one instruction	1 2 3 4 5 N/A U
Online materials or video	1 2 3 4 5 N/A U
Hands-on lab	1 2 3 4 5 N/A U
CD-ROM/online database instruction	
In library	1 2 3 4 5 N/A U
Off-site	1 2 3 4 5 N/A U
Class or group instruction	1 2 3 4 5 N/A U

MATERIALS

Book collection in your area of study	
Easy to locate materials	1 2 3 4 5 N/A U
Sufficient quantity	1 2 3 4 5 N/A U
Up-to-date materials	1 2 3 4 5 N/A U
Meets my course needs	1 2 3 4 5 N/A U
Journal collection in your area of study	
Sufficient quantity	1 2 3 4 5 N/A U
Easy to locate materials	1 2 3 4 5 N/A U
Up-to-date materials	1 2 3 4 5 N/A U
Meets my course needs	1 2 3 4 5 N/A U
Computer Catalog	
Easy to use	1 2 3 4 5 N/A U
Sufficient help from library staff	1 2 3 4 5 N/A U
Up-to-date records	1 2 3 4 5 N/A U
CD-ROM Databases	
Easy to use	1 2 3 4 5 N/A U
Sufficient help from library staff	1 2 3 4 5 N/A U
Sufficient databases in subject areas	1 2 3 4 5 N/A U
Up-to-date records	1 2 3 4 5 N/A U
Online Databases	
Easy to use	1 2 3 4 5 N/A U
Sufficient help	1 2 3 4 5 N/A U
Sufficient databases	1 2 3 4 5 N/A U
Up-to-date records	1 2 3 4 5 N/A U
Library web page	1 2 3 4 5 N/A U

If you do not regularly use NSU's library/information resources, please tell us how you prepare for papers/research. What facilities do you use, and how do you gain access to the resources?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YOUR PARTICIPATION IN THIS SURVEY IS APPRECIATED.

Please use the enclosed postage-paid envelope to return this survey to:

Nova Southeastern University

Research and Planning

3301 College Avenue

Ft. Lauderdale, FL 33314

Attention: Laura Uslan

by June 15, 1997

APPENDIX B

Tables 1 to 12

Table 1

Representation of the Population (Winter Term 1997), Invited Sample, and Responding Sample by Academic Center

	Population		Invited Sample		Responding Sample	
Academic Center	**N**	**%**	**N**	**%**	**N**	**%**
Fischler Center for the Advancement of Education	5,125	32.3	303	32.2	49	31.2
Farquhar Center for Undergraduate Studies	3,712	23.4	260	27.6	29	18.5
School of Business and Entrepreneurship	2,273	14.3	116	12.3	23	14.6
Health Professions Division	1,896	12.0	111	11.8	24	15.3
Center for Psychological Studies	1,090	6.9	49	5.2	9	5.7
Shepard Broad Law Center	896	5.7	47	5.0	10	6.4
School of Computer and Information Sciences	507	3.2	32	3.4	7	4.5
School of Social and Systemic Studies	269	1.7	18	1.9	3	1.9
Oceanographic Center	82	0.5	5	0.5	1	0.6
Unidentified	---	---	---	---	2	1.3
Total	15,850		941		157	

Table 2

Representation of the Responding Sample by Degree Level

Degree Level	N	%
Bachelor's	36	22.9
Master's	61	38.9
Specialist	2	1.3
First Professional	2	1.3
Doctoral	50	31.8
Other	5	3.2
Unidentified	1	0.6
Total	157	

Note. It is likely that most first professional students incorrectly identified their degree level as doctoral. There were 24 respondents from the Health Professions Division and 10 respondents from the Law Center, but only two respondents marked *First Professional* as their degree level.

Table 3

Representation of the Responding Sample by Gender

Gender	N	%
Female	103	65.6
Male	51	32.5
Unidentified	3	1.9
Total	157	

Table 4

Representation of the Responding Sample by Ethnic Group

Ethnic Group	N	%
African-American	23	14.6
American Indian or Alaskan Native	2	1.3
Asian or Pacific Islander	13	8.3
Hispanic	19	12.1
White	88	56.1
Other	8	5.1
Unidentified	3	1.9
Total	157	

Table 5

Representation of the Responding Sample by Majority Place of Class Attendance

Majority Place of Class Attendance	N	%
Davie Campus or East Campus	90	57.3
Cluster Location in Broward, Dade, Monroe, or Palm Beach County	16	10.2
Cluster Location in Another Florida County	16	10.2
Cluster Location in Another State	16	10.2
Cluster Location in Another Country	0	0.0
Other	16	10.2
Unidentified	3	1.9
Total	157	

Table 6

Number of Courses Completed in Current Academic Program at the University

Number of Courses Completed	N	%
0	5	3.2
1	2	1.3
2	15	9.6
3	5	3.2
4	10	6.4
5	7	4.5
6	8	5.1
7	4	2.5
8	12	7.6
9 or More	84	53.5
Unidentified	5	3.2
Total	157	

Table 7

Experience with Various Media by Respondents Who Have Received Technology-Based Instruction

Medium	N	%
Audiobridge	14	8.9
Compressed Video	7	4.5
Electronic Mail	78	49.7
Electronic Classroom	18	11.5
Other	12	7.6

Table 8.A

Library Usage per Week During a Typical Term: NSU's Library or Library Provided Services

Library Usage per Week	N	%
0 Usage	44	28.0
1 Time per Week	48	30.6
2 Times per Week	25	15.9
3 Times per Week	9	5.7
4 Times per Week	7	4.5
5 Times per Week	13	8.3
6 Times per Week	1	0.6
7 or More Times per Week	7	4.5
Unidentified	3	1.9
Total	157	

Table 8.B

Library Usage per Week During a Typical Term: Other Libraries

Library Usage per Week	N	%
0 Usage	69	43.9
1 Time per Week	46	29.3
2 Times per Week	20	12.7
3 Times per Week	12	7.6
4 Times per Week	2	1.3
5 Times per Week	3	1.9
6 Times per Week	1	0.6
7 or More Times per Week	1	0.6
Unidentified	3	1.9
Total	157	

Table 9

Satisfaction with Library Facilities

Facilities	N	% Response	Mode	Median	Mean	SD
General Environment						
Hours	111	70.7	4	4	3.9	1.2
Temperature	110	70.1	4	4	3.6	1.2
Lighting	110	70.1	4	4	3.9	1.0
Noise Level	111	70.7	4	4	3.6	1.1
Appearance	110	70.1	4	4	3.7	1.1
Signage	91	58.0	4	4	3.5	1.1
Seating						
Quantity	111	70.7	4	4	3.4	1.3
Seat spacing	111	70.7	4	4	3.5	1.2
Location	111	70.7	4	4	3.7	1.1
Comfort	112	71.3	4	4	3.4	1.2

Table 9 (Continued)

Satisfaction with Library Facilities

Facilities	N	% Response	Mode	Median	Mean	SD
Quiet Study Areas						
Seating	104	66.2	4	4	3.4	1.3
Noise level	105	66.9	4	4	3.4	1.2
Group Study Areas						
Size	89	56.7	4	4	3.3	1.2
Quantity of areas	90	57.3	4	3	3.0	1.3
Noise level	88	56.1	4	4	3.4	1.1
Shelves						
Ease of access	102	65.0	4	4	3.8	1.0
Organization	102	65.0	4	4	3.6	1.2
Signage	94	60.0	4	4	3.4	1.2

Rating Key

1 Very Dissatisfied	4 Satisfied
2 Dissatisfied	5 Very Satisfied
3 Neutral, Neither Satisfied nor Dissatisfied	NA Not applicable
	U Unknown or Unable to Answer

Table 10
Satisfaction with Library Equipment

Equipment	N	% Response	Mode	Median	Mean	SD
Computers						
Access to CD-ROM computers	96	61.1	4	4	3.4	1.3
Access to online catalog	98	62.4	4	4	3.5	1.3
Access to printers	95	60.5	4	3	3.1	1.3
Reliability	102	65.0	4	3	3.2	1.2
Microfiche/Microfilm Machines						
Quantity of machines	48	30.6	4	3	3.1	1.2
Copy quality	71	45.2	4	3	3.1	1.3
Cost	72	45.9	3	3	3.0	1.4
Ease of access/location	70	44.6	3	3	3.2	1.2
Reliability	71	45.2	3	3	3.2	1.3
Copiers						
Quantity of machines	101	64.3	3	3	2.7	1.2
Copy quality	103	65.6	3	3	3.1	1.1
Cost	103	65.6	3	3	2.8	1.2
Ease of access/location	104	66.2	4	4	3.3	1.2
Reliability	105	66.9	3	3	2.9	1.2

35

Rating Key

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not applicable
		U	Unknown or Unable to Answer

36

Table 11
Satisfaction with Library Services

Services	N	% Response	Mode	Median	Mean	SD
Circulation Desk Staff						
Courteous	115	73.2	4	4	3.8	1.0
Helpful	115	73.2	4	4	3.8	1.1
Knowledgeable	115	73.2	4	4	3.7	1.1
Efficient	115	73.2	4	4	3.8	1.1
Promptness	116	73.9	4	4	3.7	1.2
Reference Librarians						
Courteous	109	69.4	4	4	3.9	1.1
Helpful	109	69.4	4	4	3.9	1.1
Knowledgeable	109	69.4	4	4	4.0	1.0
Efficient	109	69.4	4	4	3.9	1.1
Promptness	110	70.1	4	4	3.8	1.1
Courteous	70	44.6	4	4	3.8	1.1
Helpful	71	45.2	4	4	3.8	1.1
Knowledgeable	71	45.2	4	4	3.8	1.1
Efficient	73	46.5	4	4	3.7	1.2
Promptness	74	47.1	4	4	3.6	1.3

Table 11 (Continued)

Satisfaction with Library Services

Services	N	% Response	Mode	Median	Mean	SD
Interlibrary Loan Department/ Document Delivery						
Turn-Around Time for Library Materials						
Journal articles	78	49.7	4	4	3.7	1.2
Books	75	47.8	4	4	3.7	1.2
ERIC document	67	42.7	4	4	3.7	1.2
Hours of Operation						
Open sufficient hours	112	71.3	4	4	3.7	1.3
Open convenient hours	112	71.3	4	4	3.8	1.2
Instruction/Orientation						
Library tours/orientation	63	40.1	4	4	3.6	1.1
Printed materials	73	46.5	4	4	3.7	1.1
One-on-one instruction	60	38.2	4	4	3.6	1.1
Online materials or video	66	42.0	4	4	3.7	1.1
Hands-on lab	54	34.4	3	4	3.6	1.1
CD-ROM/online database instruction: in library	66	42.0	4	4	3.6	1.1

Table 11 (Continued)

Satisfaction with Library Services

Services	N	% Response	Mode	Median	Mean	SD
CD-ROM/online database instruction: off-site	49	31.2	4	4	3.3	1.3
Class or group instruction	56	35.7	4	4	3.5	1.1

Rating Key

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not applicable
		U	Unknown or Unable to Answer

Table 12

Satisfaction with Library Materials

Materials	N	% Response	Mode	Median	Mean	SD
Book Collection in Area of Study						
Easy to locate materials	101	64.3	4	4	3.6	1.2
Sufficient quantity	102	65.0	4	4	3.2	1.4
Up-to-date materials	101	64.3	4	4	3.2	1.4
Meets my course needs	101	64.3	4	4	3.3	1.4
Journal Collection in Area of Study						
Sufficient quantity	105	66.9	4	4	3.3	1.3
Easy to locate materials	104	66.2	4	4	3.5	1.3
Up-to-date materials	107	68.2	4	4	3.5	1.3
Meets my course needs	106	67.5	4	4	3.5	1.3
Computer Catalog						
Easy to use	83	52.9	4	4	3.6	1.2
Sufficient help from library staff	81	51.6	4	4	3.7	1.1
Up-to-date records	79	50.3	4	4	3.6	1.2

Table 12 (Continued)
Satisfaction with Library Materials

Materials	N	% Response	Mode	Median	Mean	SD
CD-ROM Databases						
Easy to use	62	39.5	4	4	3.8	1.1
Sufficient help from library staff	65	41.4	4	4	3.6	1.2
Sufficient databases in subject areas	64	40.8	4	4	3.5	1.2
Up-to-date records	64	40.8	4	4	3.7	1.1
Online Databases						
Easy to use	88	56.1	4	4	3.6	1.1
Sufficient help	87	55.4	4	4	3.7	1.0
Sufficient databases	86	54.8	4	4	3.6	1.1
Up-to-date records	87	55.4	4	4	3.6	1.2
Library web page	77	49.0	4	4	3.5	1.2

Rating Key

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not applicable
		U	Unknown or Unable to Answer

APPENDIX C

Responses About Access to Information Resources

Statement: If you do not regularly use NSU's library/information resources, please tell us how you prepare for papers/research. What facilities do you use, and how do you gain access to these resources?

001 Research papers are prepared through a great deal of research at the junior college library or high school library and contact information from resource teachers in my county.

Nova off campus site is not an adequate place for research at all.

002 I use my computer to do research on the Internet. I work for Orange county public schools and they have a resource center with journals. I also use the University of Central Florida's library frequently.

003 I faxed a request for journal articles and was told that they were not available and it may be take 4-6 weeks to get them. I think this is totally unacceptable considering the timeframe we work under to deliver research papers, when the on-lone system indicates it is available, it should be easier to get.

004 Unfortunately, I have no choice but to use NSU's library at the HPD, because I do not have access to other local libraries.

I have attended another university & comparing to NSU's, I have not been pleased. The HPD's library is not large enough to accommodate all the students. The library is very unorganized and the personnel all not very knowledgeable. Hopefully, in the future, the HPD library will progress.

005 I would use other university libraries in my area

006 No Comment.

007 I usually use the public library in my area.

008 No Comment.

009 No Comment.

010 I have used your library as a resource. Magazines articles have been mailed to me and an ERIC search has been done on materials for my research article. The articles were not of sufficient quantity. Also the time factor was not helpful.

011 No Comment.

012 I use West Regional Library in Plantation or I use the on-line services in the computer lab.

Please Note: The library needs more updated material. When I did use the Nova library for research, most of the material dated back to 1978, please keep that in mind.

013 No Comment.

014 No Comment.

015 No Comment.

016 I use UCF library + Rollins College library. I have tried electronic library but found the kermit program & connection problems frustrating and the delivery time on ordered materials not useable. My articles came the session after the paper was due!

017 I go to West Dade Regional Library, the FIU library, or I go on-line at home for my research papers and projects.

018 I am at the Orlando campus. I don't have access to the NSU library nor do I have a computer to use the computer library. What I do is go to the junior college I went to and use their facility. It would be nice to have a library or center we could use or have access to a computer at the NSU [site] in Orlando that connects us to the main library. Please consider my statement.

019 No Comment.

020 No Comment.

021 Broward County main library, West Regional library, FDLRS, Internet.

022 No Comment.

023 I use my local library while my child is in story hour, and I do 80% of research on the Internet at home.

024 Mostly use on-line library services - Have not been pleased with actual library facilities.

025 Own PC with AOL - closer libraries to my home in Miami.

026 No Comment.

027 No Comment.

028 No Comment.

029 Unless I drove 11/2 hrs. to the Ft. Lauderdale site I had do use the professional library from work. I am thankful to them for help and information. Nova made no attempt to me for assistance.

030 I use our school district's professional library.

031 University of South Florida / Edison Ft. Myers.

032 No Comment.

033 I do not use NSU's library. I get my resources from my school library or school instructional materials center. When I am ready to do my practicum I will use USF library.

034 I go to public library. I used Nova's library once the facility was great.

035 No Comment.

036 Personal Computer, Walden book store, networking with other students.

037 One thing you might consider in the HPD library is not sending nearly all current journals for binding at the same time. In Jan. this year it almost impossible to find any current journal in the library for the entire month.

038 No Comment.

039 No Comment.

040 Local library.

041 Distance library - by phone and E-mail. The distance library takes too much times to acquire needed materials. The time you finally received materials, they are no longer useful in regards to the subject matter.

The interlibrary loan area needs to be upgraded to a more efficient arm of the distance library. The distance library should cut down the time it takes to mail articles or books on request.

The library needs to expand the various journals, and books currently available.

042 No Comment.

043 No Comment.

044 There are not enough group study areas - There are none dedicated for study groups. The only room available is often used for meeting as more room must be made available.

Needs to be open later at night.

045 Because all of my courses are online, I usually use the electronic library for research or I go to the county library. This survey is really not for me!. The electronic library has proven very helpful and easy to use.

046 I usually use the Broward county library. They are closer to where I live. I've used microfiche machines, electronic mail, etc.

However, I believe that NSU's libraries have a very good system and it's been great help for me so far (the few times I've used the resources).

047 When doing legal research I use either Westlaw or Lexis. However, I have used the library resources such as law journals and have found everything I needed.

048 I use Nova's library, but also public libraries - I use their computer databases.

Nova's library hours are not adequate to meet the needs of students - especially those who work - my undergrad. school's library was open 24 hours.

049 I used LUIS and the library at USF.

050 Since I am off campus, I use the local public library. I also use USF campus library and the library at HCC junior college.

051 No Comment.

052 No Comment.

053 I'm not on campus, I'm off site.

054 The library should have a readily available bathroom. Now you have to walk through the computer area or go outside to the other side of the building. There also needs to be a water fountain close.

055 Not enough computers and printers, library hours open too
late in the morning and close too early in the evening.
Resources not enough, journals outside of D.O. program do not back date far enough.

Not enough computers and too loud in the computer room.

056 No Comment.

057 No Comment.

058 No Comment.

059 University of Maryland graduate library, Websearch at home, library CD-Rom database search.

060 No Comment.

061 No Comment.

062 I usually use U of Miami facilities for research.

063 No Comment.

064 No Comment.

065 Re: Shepard Broad Law Library

Rating aspects of the library with numbers seems unhelpful at best. Comments seem much more understandable. Therefore, I shall provide the following comments. Overall, the library is run well and virtually everything one needs is there, somewhere. Just a few things need to be addressed:

1. Working on something in the computer lab is like taking your life in your hands because the system is so ridden viruses.

2. My final year of law school, a librarian visited our class and told us about the research sources available. To be frank, a fat load of good it does for librarians to one in a blue moon emerge from the crevices of the library to tell students what the library has to offer -- only then would it be fair for librarians to chastise and roll their eyes at students asking bout how to find certain materials.

066 I use BCC library in addition to NSU library to compensate for that NSU doesn't have.

067 No comment.

068 No comment.

069 The library hours for the Health Professions Division are completely inadequate.

070 I access the Nova library only through the Electronic Library services.

I am not able to connect until after 7:00 PM. This is insufficient for my needs.

071 I live in South Dade. I always go to the public library near my house. I always use the computer to search for topics and I also use microfilms.

072 The research paper that I have had to do so far have relied primarily on my own life experience. A small amount of research at the parish (county) public library or by accessing the Internet from home or the office has provided sufficient information.

073 Library is too far away (live in South Dade). I am employed in my field of study and have access to many journals and other periodicals. In addition, Texaco's corporate library in New York is accessible by e-mail and telephone; they will do searches and materials are delivered overnight.

074 Since I'm not in Florida - I can't go to your facility. I do not use the online services because they have been very slow and I can get online info. faster by dialing into Arizona State University library system. I then can drive 20 minutes and use the ASU library to review articles in person, make copies, etc. For me its just easier this way.

075 No comment.

076 I use mostly electronic library. It is very helpful.

077 Because of the difficulty using the library services, I use UCF.

078 I use the Internet, local library & publications available in my area. The Nova on-line service is antiquated, difficult to use & not reliable. I have a password & I am registered with the University. I am still unable to access most areas listed on the main menu. Therefore I do not use the NSU service any longer.

079 I live in Orem, Utah and use the research library at Brigham Young University extensively. I also use the libraries at University of Utah, Utah State University, Utah Valley State College, and the Provo public library. I simply apply for a library card as a donor to each facility and am granted access to nearly all library facilities. Works great.

080 No comment.

081 No comment.

082 No comment.

083 No comment.

084 I don't care to use NSU library services because of the system they use. In preparing for my papers I prefer to use Broward County library and I often find an abundance of material and because I am used to using their services. I also use the county library because I don't live on campus and the library is close to my home.

085 Many journals and articles list. Access to library difficult - walk outside in rain to get to library. Enter computer areas uncomfortable. Locate updated materials, use computer via CD-ROM.

086 I am a regular user - I use the library resources even for my own entertainment. It helps me keep track of some things I've learned at school.

Although there are some things that need improvement, I am quite satisfied with the services you provide.

087 I use it regularly.

088 I strictly use electronic library - Have sent for journal articles and have been pleased with prompt courteous response.

I do not know about the on-line CD-ROM or other computer assisted services beyond electronic library.

Thank you!

089 No comment.

090 No comment.

091 Use local services and libraries on other campuses.

092 I usually go to the Broward County library in downtown Fort Lauderdale. I am used to their set-up and I know how everything works.

093 No comment.

094 I understand that the HPD library is only one year old, but the availability of resources on P.T., as well as the current literature we need on the topics we use for research are poor. My biggest complaint is with the computer lab. The staff [] is the only good part of our lab. To only have 2 printers for use in a graduate school is ridiculous. This is the third grad school I have attended, and the only one with the tuition above 20K/year, and it has the poorest computer facilities I have seen. We research on the Internet every day for our program, and to have only 20-25 computer for the use of all HPD programs, as well as 2 printers, is a major downfall of attending NSU. For this reason alone, I would rate NSU library facilities below those of my local community college.

095 No comment.

096 Most info retrieved off the Internet and public/college library.

097 No comment.

098 Start with MedLine search on the school's computer or on-line at home, then I will find the article in the library. If not available, I will do an interlibrary loan. Usually the loans arrive late. I usually use whatever I can find in the HPD library.

099 No comment.

100 No comment.

101 I live only a couple of block from the University of Northern Colorado, so I use this campus library extensively. UNC has an open-patron policy so I have full access to all services.

102 No comment.

103 No comment.

104 No comment.

105 No comment.

106 Most of my research is done either at FIU and the University of Miami. Nova does not have any facility in Miami.

107 I use the FIU (University Park), University of Miami, and the Dade County Public Libraries. I access the resources of FIU through the SEFLIN card. To access the UM library, I pay the non-student fee each time. As a Dade County resident, I gain access at no cost at any of the locations. I also access info. through the Internet.

If I did not live more than 45 minutes to an hour away perhaps I would use the Nova library.

108 Texts and subscription journals.

The FIU library is closer to me should I need the facilities.

109 I am currently a field-based Master's student at the Miami site in Kendall. I use the distance library services on my computer to prepare for papers and research. I have visited the NSU library but have not used the facility directly or in person. I also use other libraries in Kendall to help with papers and research. Sorry that I am unable to comment on most of these questions since I am not familiar with the facility environment.

Thank you.

110 No comment.

111 No comment.

112 No comment.

113 Local library services.

114 No comment.

115 No comment.

116 I use professional magazines that I presently subscribe to. I also use online research data through Netscape and ERIC database.

117 I use the Internet access through NOVA.

118 UNLV library

When need I bought books from your bookstore or by them at local bookstores.

119 More updated material is available at local bookstores, such as Barnes & Nobel, etc. It also is a wider selection and offers more alternative sources, not just text book style references, but private authors.

120 No comment.

121 No comment.

122 No comment.

123 No comment.

124 No comment.

125 No comment.

126 The HPD library is not only too small but it is unexpectedly closed at the most important times of the semester like the weekend before medical student finals and the national board exams.

Also, what happened to the journals? It took 6 months to get them onto the shelves and 2 weeks ago they all got boxed up & taken who knows where.

Thanks for asking!

127 No comment.

128 Side note: The library on main campus has hardly any books of use. Most students go to the BCC library because it has books!!!

129 No comment.

130 No comment.

131 No comment.

132 I normally use NSU's library to study. However, when I need some material for research I use the computers. Other than that I regularly go to Broward's main library in downtown.

133 No comment.

134 Many journals and books in are of study are unavailable and I have to go to Broward or use interlibrary loan which takes time.

135 No comment.

136 No comment.

137 I use the BCC library because they have more information pertaining to my field of study.

138 Research is done usually at the medical facility I am currently using. A copy of articles requested through UM's medline.

139 I use the library at Catholic University in Washington, D.C. It is convenient and close to my job. In addition, the library hours at Catholic University are appropriate for my schedule.

To gain access to resources, I use (sometimes) on=line services provided by Nova. However, I am unable to get full text of journals on my computer.

140 Most often I use the online database for searches and then obtain the documents from local university library (particularly when needed ASAP).

141 No comment.

142 Other libraries - Internet.

Did not get to take the help class the one time it was offered. Is there a help line to call?

143 No comment.

144 I also use university libraries that are in my area - Armstrong Atlantic State University and Georgia Southern University.

I borrow books and journals from other colleagues as well.

145 No comment.

146 No comment.

147 No comment.

148 Through the Internet or other university libraries.

149 I use a local library to collect the materials I need. Materials are supplied by Nova.

150 No comment.

151 Go to another library where people are willing to help your needs.

152 I find the Nova library to be quite small and very outdated compared to other university libraries. The small library does not provide for group study or projects.

153 Need longer hours of operation for lab and library.

154 No comment.

155 No comment.

156 I'm a dedicated user of the NSU distant library. I think it's the best thing that has ever happened as far as the cyberspace society. It's the best in Florida's private/public colleges and univ., because the larger univ. are not as equipped as NSU distance library to provide the services that you provide, especially to working students who do not have the time to always visit the on-campus library facility to acquire an education.

I have one suggestion: Please consider continuing to allow students to call in for computer searches, back as you did in the past. This was one of the most unique characteristics for rating your library services as excellent.

Keep it up!

Thanks!

157 No comment

NOVA
SOUTHEASTERN
UNIVERSITY

62

RESEARCH AND PLANNING
3301 College Avenue
Fort Lauderdale, Florida 33314-7796